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ABSTRACT

This report is one in a series on the work of the 30 pilot projects that form the European Community's second Programme on the Transition from Education to Adult and Working Life. The report reviews new demands on guidance and new approaches that have been developed to meet them, reviews the responses made by the Transition Programme pilot projects and other innovative programs, and makes recommendations based on this experience. The report covers the following: (1) the new demands on guidance, new initiatives in response to those demands, and consequent changes in the concept of guidance; (2) the prerequisites for successful guidance at the school level; (3) the place of guidance in the curriculum and the use of various forms of experiential learning; (4) the importance of cooperation between schools and parents and the roles of guidance counselors and students; (5) post-school guidance follow-up for young people who have already left the school system; and (6) conclusions and recommendations based on the experience of the transition projects and other innovative programs. Appended is an annotated list of 39 titles from "Innovations," a series of profiles of new developments on curriculum, guidance, cooperation, provision for the disadvantaged, teacher training and the improvement of opportunities for girls. Also appended is a list of contacts for all pilot projects cited in the text. (KC)

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EUROPEAN COMMUNITY

ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

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GUIDANCE AND THE SCHOOL

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Contents Page

Preface 1

About this report 3

I. Context 5
1. New demands 5
2. A changing concept 9

II. Guidance at the school level 13
1. Creating the context: school-industry links 13
2. Co-operation with other guidance agencies 15
3. Adapting curricula and assessment procedures 16
4. New teacher roles 17

III Relating guidance to the curriculum 21
1. From information and counselling to careers education 21
2. The guidance function of "Education for enterprise" and "Social and life skills courses" 25
3. Work experience in support of guidance 26

IV The co-operative dimension 33
1. Co-operation with parents 33
2. Inter-agency approach 36
3. Co-operation with "Opportunity-providers" 41
4. Young people themselves as partners in the guidance process 46

V. Guidance post-school 49

VI. Conclusions 53

ANNEXES:

1. Additional material on guidance and careers education provision in Member States 59
2. List of Transition pilot projects referred to in the text 69
3. List of Innovations 73

Preface

This report is one in a series on the work of the 30 pilot projects which formed the European Community's second Programme on the Transition from education to adult and working life.

Most of the reports relate to one of the working themes adopted for the Programme: the development and use of work experience schemes in secondary education; equal opportunities for girls and young women; guidance and youth information; staff development; assessment and certification; integration of young migrants; education for enterprise; schools and the disadvantaged; curriculum development; and co-operation and partnership in a local/regional context. Each project worked in one or more of these areas from 1983 to 1987.

The programme was based on a Resolution agreed by the Council and Ministers of Education in July 1982, which called for action to assist Member States to develop their policies for young people between 14 and 18 years of age. Its 30 pilot projects were widely spread across Europe, each of them designated by the national authorities, in consultation with the Commission, which also met half of the operating costs. Hundreds of schools, vocational training institutes and other institutions in these 30 areas of Europe took part.

In 1983, the Commission invited IFAPLAN, a social research institute with its main base in Cologne, to:

- organise contact and the exchange of ideas and staff between projects through inter-project visits and workshops;
- prepare reports on the work of the projects, analysed according to the themes, or policy fields, of the Programme.

A list of publications can be obtained from the IFAPLAN Information Office in Brussels (address on the cover of this report).

About this report

Any innovative effort to improve young people's transition from school to working life must include programmes aiming at developing the knowledge, skills and attitudes which will enable them to make adequate educational and career choices, and help them to think realistically about their future adult and working life. Such programmes may be offered by various kinds of institution - some of them part of the education system or the responsibility of education authorities, others part of employment services or organisations. They may use various methods, ranging from merely providing information, to offering individual and group counselling, or the inclusion of guidance activities or courses in the school curriculum.

In this report, all these approaches are discussed under the single term, "guidance".

Another European report, recently published by the Commission of the European Communities has focused on the activities, needs and problems of specialised guidance agencies*, Here, in this report we are concerned with the guidance process in schools and training institutions.

The report:

- reviews new demands on guidance, and new approaches which have been developed in Member States to meet them;
- reviews the responses made by the Transition Programme pilot projects and other innovative programmes in Member States;
- puts forward recommendations based on this experience. Many of them concern the need for an extension of guidance activities at school level, and the need for greater co-operation between schools and external partners in this field.

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* See A.G. Watts et al: Educational and Vocational Guidance Services for the 14-25 Age-group in the European Community; Brussels, 1987.

More specifically, the report covers:

- the new demands on guidance, new initiatives in response to these demands, and consequent changes in the concept of guidance (Part I);
- the pre-requisites for successful guidance at school-level, i.e. the necessary climate-forming; the adaptation of curricula and teaching methods; and changes in teachers' roles (Part II);
- giving guidance a place in the curriculum; the guidance function of various innovative programmes; and the use of various forms of experiential learning, such as work experience, for guidance purposes (Part III);
- the importance of co-operation between schools and parents; the role of opportunity-providers, and specialised guidance agencies; and the important role that young people themselves can play in the process of guidance (Part IV);
- post-school guidance follow-up for young people who have already left the school system (Part V);
- conclusions and recommendations based on the experience of the Transition projects and other innovative programmes (Part VI).

The report is therefore addressed to a very wide audience - all those who are responsible for helping young people in their educational and career choices in their transition years, in school and the years immediately after, whether as policy-makers, administrators, professional workers, voluntary workers, or as parents; and at the national, as well as the regional/local level.

The field and themes treated in this report overlap a great deal with other themes handled by pilot projects in the Transition Programme, such as work experience, curriculum development, activities aimed at greater gender equality, and staff development. The reader should consult other reports from the Programme on those themes, which, in turn, refer extensively to guidance needs and responses. For illustrations of individual pilot projects' approaches, reference should also be made to the series of four-page profiles, entitled "Innovations", the titles of which are included in Annex 3.

I. Context

1. New demands

Transition from school to working life is not a single step but a process. The process starts with the first educational choice - made in some countries, at the end of primary education, i.e. at age 10, 11 or 12 - and does not end until entry into adult society, with, or without, a stable job. During the process, the individual has to make a number of decisions which determine, to a great extent, his/her future career, which are often not reversible. When and how often these decisions have to be made depends very much on the structure of the system of education and training.

This is not the place to describe these differences in detail.* Two general points, however, stand out:

First, for young people, and their parents, the process of making sound educational and career choices has undoubtedly become more difficult. Even with recent improvements in careers information, in schools and elsewhere, it is very difficult for young people and their parents to be able to interpret the impact of current industrial and technological change in terms of careers choice and choice of vocational training.

Second, despite everything that has been done to make better-informed decisions possible, the overall pattern of careers choice continues to reflect traditional attitudes. Most young people and their parents are still mainly interested in a quite limited number of occupations, some of which may well disappear in the near future. The consequences for young women, whose choices focus on the lowest-paid sectors, are severe.

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* Some additional material on each Member State, is in Annex 1.

Traditional choices — Box 1

In the Federal Republic of Germany, a young person can theoretically choose between over 400 "recognised" vocations, and on completing his/her training, is confronted with a choice between some 20,000 types of occupation in the various sectors of the economy.

In spite of this a third of the boys choose one of three industrial trades (car mechanic, electrician, fitter). And half the female school-leavers want to work in the retail trade, the health services, or an office.

Not surprisingly, many of those who have chosen the most popular careers finish up in jobs in other fields after the end of their vocational training.

The guidance process also has to respond to important changes in the way young people undergo the transition to adult and working life:

- In all Member States the process of transition has become much longer, i.e. young people voluntarily or involuntarily tend to stay longer in formal education and training. This tendency has been reinforced by factors such as the introduction of special schemes to combat youth unemployment, the prolongation of compulsory schooling, and making financial support for young people who are unemployed conditional on their taking part in a training scheme.

- Staying longer in formal education means young people are entering the adult and working world later. This means that schools and the guidance process have to make good their lack of familiarity with the adult world, its rules and conventions, and its expectations of young people entering it.

- Experience from several Member States (e.g. Germany and France), shows that staying longer in education or training does not of itself increase young people's employability or job chances. This is particularly true for the many special training schemes designed to combat youth unemployment. Even after repeated participation in them, young people are often ill-prepared for employment which may mean a loss of motivation for further training.

- In all countries paths through the transition stage have multiplied and diversified. Young people are faced with more choice but also greater uncertainty whether a particular choice is the best for them. Options formerly only picked by the less well-qualified have become attractive for the better qualified too, often not so much for their content as their potential job value or because they include financial support.

Large numbers of young people are affected by the increase in inequality of wealth and opportunity, resulting from political and economic changes. Such disadvantage can be the result of a matter of race or ethnic group; social background; geographical location; or of the wrong choice of sector for vocational training:

- job opportunities for the least qualified have become much worse in recent years.

- in nearly all Member States there are marked regional disparities affecting the transition stage, such as in the chance of finding a job or an appropriate training place, in the quality of schools and training, and the availability of public transport. The North-South disparities to be found in Britain and Germany, where traditional heavy industries in the north are on the decline and the south attracts most of the new industries, are a good example;

- sectoral disparities play an important role for the structure of young people's transition processes. Experience from several European countries shows that many young people, especially migrants and women (but not only them), tend to find their first job in the poorer, less well-paid, and more precarious, sectors of the labour market, thus being subject to a relatively high occupational instability in the first stage of their career. This means they frequently have to rely on the financial support of their families. In countries where vocational training is predominantly done on-the-job (as in the Federal Republic of Germany) more and more initial training is provided by the weaker labour market sector, i.e. in small firms or the craft sector. The plentiful supply of training in this area in the Federal Republic and

other factors, have led there to the phenomenon of a second "transition threshold", whereby young people who have finished their training look for a new job in a quite different sector, because their training sector cannot absorb them all.

These developments impinge on a number of aspects of the guidance process:

- its duration and the need for it to be more continuous;

- the extent to which, as part of the whole process of schooling, it needs to provide personal development, socialisation and experience of the adult world to compensate for the longer time spent in education and training;

- its potential value in support of the curriculum, in helping to identify, and contribute to the solution of, young people's needs in the process of transition;

- its responsiveness to local/regional/sectoral differences and especially the needs of young people disadvantaged by them.

In initiatives launched in recent years, governments have tried to take account of some of these new demands on guidance. Initiatives have tended to:

- increase the guidance responsibilities of schools and specialised agencies;

- emphasise the need to develop a place in the curriculum for the guidance process at school-level;

- advocate the more widespread use of work experience and other forms of active learning as part of guidance activities at school-level;

- underline the importance of the teacher's role, for effective school-based guidance, and the need to provide initial and further training to help teachers more in this direction;

- develop follow-up guidance provision to help school-leavers, especially those who leave at the end of compulsory education;

- develop formal and informal co-operation between schools, guidance agencies, industry and the community, especially at the local level to respond to local needs.

2. A changing concept

There are various ways in which schools handle these new guidance responsibilities and these will be examined more closely later in this report. A main trend, however, is the inclusion of guidance programmes in the formal school curriculum.

Guidance programmes at school level usually have one or more of the objectives described in Box 2.

Objectives — Box 2

Guidance should help individuals:

- to understand the opportunities open to them: i.e. to get information about specific careers, the training required, and the world of work in general; and also to learn about the role of the various occupations in society, and the consequent importance of vocational choice;

- to get to know themselves: i.e. to be able to develop a realistic self-concept including:
  - identifying their own needs, aspirations and attitudes, and understand their importance for vocational choice;
  - discovering their own skills and their significance for vocational choice;

- to learn to make decisions related to vocational choice: i.e. systematically to consider different alternatives, based on knowledge about their implications, so as to make appropriate, realistic and consistent choices;

- to cope with transition: i.e. to learn to take responsibility for vocational decisions once made and to become a responsible actor in the world of work; and to acquire skills for coping with an unfavourable situation in the labour market.

The pilot projects in the Transition Programme reflected a trend towards developing comprehensive guidance programmes which include all these objectives. This has a number of important implications for the way that guidance schemes should be planned and implemented - see Box 3.

New directions — Box 3

- Guidance has shifted away from mere information and counselling by guidance specialists, towards teaching/learning the knowledge, skills and attitudes a young person needs to make educational and careers decisions and to develop his/her own perspectives for adult and working life. This implies that guidance becomes part of the educational curriculum.

- Achieving these aims is a longer-lasting process, so that guidance has to start early in an individual's life, at least at the point where the first educational choice has to be made.

- Involving young people actively in their own educational and careers decisions means giving them opportunities to find out about their own personal qualities, so a guidance programme should include forms of active learning, such as work experience.

- Learning/teaching the qualities necessary for effective transition from school to the working and adult world cannot be done in isolation from the actual socio-economic environment in which young people live. It has to be related in some way or other to the structures and opportunities of their area. So guidance has to be locally/regionally responsive. This implies strong links between school as guidance provider and the environment.

The Transition pilot projects and other innovative programmes have used various strategies to integrate guidance elements into the curriculum. Some have introduced it as a separate subject or built it into several existing subjects; others tend to think of integrating it into the total curriculum, i.e. into every subject.

Each of these strategies has advantages and disadvantages. There should, however, be a clear location for guidance in the curriculum - whether it is single subject or cross-curricular. Otherwise the integration of guidance may become only a formal declaration without real practical consequences for the curriculum.*

'Projet professionnel et personnel' Box 4

Historically, some guidance at school-level has only been aimed at trying to ensure pupils were directed to a suitable next stage of education or training. This has been the dominant concept in France, and still is in Germany.

The French pilot project (F 11)** in 58 'Centres d'Information et d'Orientation' helped to establish the broader concept of a 'projet professionnel et personnel', i.e. thinking about one's future in general, not just vocational, terms.

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* On this see also "School-industry Links"; IFAPLAN, Brussels, July 1987.

** For contact addresses of pilot projects mentioned in the text see Annex 2.

II. Guidance at the school level

The experience of the pilot projects demonstrates the need for certain preparatory steps, which are necessary to create the climate and practical support needed for the effective implementation of guidance programmes at school-level.

These initial steps include:

- the establishment of links between school and industry or, more broadly, the local community;

- defining the complementary roles of schools and other guidance agencies;

- planning the adaptation of the school's curriculum in order to create space in the timetable for the introduction of guidance elements and forms of active learning such as work experience;

- thinking about the implications for teachers' roles and their need for training.

1. Creating the context: school-industry links

The Italian pilot projects were designed around two objectives: strengthening the relationship between schooling and local economic development, and education towards entrepreneurship. These provided a natural context for developing guidance aims and activities.

Creating the climate - Italy Box 5

In Italy guidance is seen as an important task for the school, but mainly in terms of helping pupils make an appropriate choice of course for the next stage of education/training at the end of compulsory education.

The schools have not been given concrete guidelines on how to reach this goal, and as a result, guidance provision tends - with some exceptions - to be rather unsystematic, and variable.

Against this background, the Italian pilot projects sought to introduce guidance using a cross-curricular approach. A basic principle was the adaptation of the curriculum to include learning about aspects of current and future economic and cultural development, and that guidance should be related to it.

The activities which the Italian pilot projects used in their introductory phase included:

- seminars for teachers by representatives from the private and public sectors, research workers, and teachers from other types of schools;
- tours by teachers to work-places relevant to the themes chosen for curriculum development in the schools;
- inclusion of representatives from industry on project advisory bodies, and co-operation between firms and schools;
- meetings with parents both as interested participants and as resource-persons in regard to local opportunities for further training or jobs.

These steps by the Italian pilot projects helped not only the integration of guidance into the school curriculum but also the creation of school co-operatives, and the use of work experience and other forms of practical learning.

See also Innovations 4: School cooperatives, Italy
15: School-work agency; Modena
25: School & 'territorio', Reggio Calabria

The approach of the Greek LINK pilot project (GR 15) to find more effective guidance was to develop ways of opening up the schools to their local community and of sensitising the community to help the schools with their task of preparing young people to enter the (local) adult and working world. This was part of the curriculum development required for a new type of integrated upper-secondary school.

Guidance and school-community links: Greece Box 6

18 pilot "Integrated Lykeia" (unified upper-secondary schools, integrating general education and technical courses) were set up in Greece in 1984/85, as a key part of the Ministry of Education's plan to reform upper-secondary education for all pupils. Three of the 18 schools were designated to take part in the second Transition Programme.

Included in the basic aims for the new type of school was that it should develop close links with its local community, not only to provide realistic opportunities for young people to learn, outside the school, in real-life situations, but also to emphasise the importance of the school's contribution to the social and economic life of the community in which it is placed.

Guidance was specially emphasised in this project. The aims were:

- to introduce young people, in a realistic way, to the social and economic needs and opportunities of the local community;
- to provide opportunities to see the world of work, by informal contact, in various ways;
- indirectly to suggest to young people what job openings there might be for them in the local community.

2. Co-operation with other guidance agencies

In most countries, school-level guidance provision needs to be co-ordinated with the provision made by other specialist bodies, usually sponsored or run by the central/local employment services. In the Transition Programme, this aspect can be seen particularly clearly in Germany where the vocational guidance agency of the manpower services and the education authorities are both responsible for aspects of guidance at school level. Similarly, in France, a key role is played, outside the schools, by the "Information and Guidance Centres" ('Centres d'Information et d'Orientation' - or CIOs) though they are also under the auspices of the Ministry of Education.

Because this co-operation was a major area of development in some of the pilot projects, it is dealt with in a separate chapter of this report, on "The co-operative dimension" (Part IV).

3. Adapting curricula and assessment procedures

An important part of this preparatory phase is considering what adaptation is needed of the content and methods of the existing curriculum so as to support and reinforce the guidance process in the school. This could be seen in a wide range of activities in the Transition pilot projects, in particular:

- the introduction of forms of experiential/active learning such as work experience, business projects and enterprise education, simulations, and role-plays, etc. *

- moves towards a more pupil-centred approach to teaching and learning, which can help to prepare the ground for a more individualised approach to guidance work;

- strengthening co-operation between individual subject teachers which would be helpful for a more cross-curricular or multi-subject co-operative approach to careers education;

- reviewing assessment procedures used by teachers, so as to put more emphasis on the acquisition of general personal skills, (or "social and life skills"), and the exploitation of a variety of experience, especially out-of-school, for this purpose.

British and Irish projects have shown the usefulness of "profiles" or "records of achievement" both as an assessment and a guidance instrument.

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* See also "The world of work as a learning resource"; IFAPLAN, Brussels, December 1986: and Innovations 39, "Schools, industry and curriculum".

A profile to describe pupils' achievements Box 7

The course plan of the "Social and Vocational Skills" 2-year course developed by the Castlemilk pilot project (UK 28) was based on three themes: home; work; and community. Pupils had to take part in five types of experiential learning including work experience, a leisure activity, and a co-operative activity.

The pupil's results or achievements on the course were expressed, on a profile, in terms of her/his ability to perform a range of 28 "learning outcomes", such as to:

- follow instructions: spoken, written, in drawings and diagrams
- give clear spoken information
- use a telephone to: give a message; take a message; make an inquiry
- interpret and complete a form
- carry out domestic electrical tasks
- carry out value-for-money comparisons
- apply for a job by letter or application form and telephone or visit
- prepare for and have an interview.

See also Innovations 21: Social and Vocational Skills Course - Strathclyde.

4. New teacher roles

If most teachers usually feel well-enough trained in their subject-field, this is much less true when it comes to fields such as counselling, team-teaching or joint curriculum planning, discussions with parents, or developing contacts with "opportunity-providers", like firms and community groups in the world outside the school.

Extending the school's role in the field of guidance, which implies teachers undertaking more tasks of this kind, means help must be provided in the form of training. Such new teacher roles, integrating guidance tasks, have already been developed in a number of European countries. These new responsibilities lie in the various areas of educational counselling, vocational counselling, counselling about training opportunities after compulsory education, and more general pastoral care functions.

A good example of how training can be built into development work is illustrated in Box 8.

Contact Teachers — Box 8

The Mannheim/Weinheim pilot project (D 5) set up working-groups made up of teachers from 'Hauptschulen' (lower secondary schools) and 'Berufsschulen' (vocational schools). One of the aims was to make 'Hauptschule' teachers better informed about the types of training available in the vocational schools and encourage those pupils otherwise unlikely to go on into vocational training, to do so.

The groups considered

- the courses available
- the use of films for teaching
- out-of-school activities suitable for these young people
- young migrants' special needs (cultural, legal etc.)
- girls' access to technical training.

Meetings with experts from industry, and visits to firms and local bodies, were also arranged, as well as group discussions and joint curriculum development work.

A project in the first Transition Programme (1978-82) aimed at setting up 'contact groups' of this kind, on a permanent basis, in all areas of Baden-Württemberg.

Careers education teachers, or guidance specialists, are not new, of course, and training for such a role has been available in many countries for some years. But the closer integration of guidance into the rest of the school curriculum, and the other developments discussed in Parts III & IV of this paper, call for further kinds of training opportunities and provision, not only for specialists but also for class-teachers and subject-teachers.

Various other approaches to meeting teachers' training needs can be seen in the second Transition Programme pilot projects. The Kassel project (D 7), for instance, aimed at developing the following capabilities on the part of subject-teachers:

- subject competence: how to relate subject-teaching to careers education;

- personal skills: the development of inter-personal skills, for one-to-one counselling and conducting effective discussions;

- practical know-how: how to build up a range of contacts in the local school system and outside.

How these general aims were translated into a staff development course is shown in Box 9.

Guidance course for subject-teachers — Box 9

The in-service training course developed by the Kassel pilot project (D 7) is available for teachers from lower-secondary schools, and upper-secondary vocational schools. It lasts 2 years, with a one-day meeting every two weeks.

The course is structured as follows:

1. Introduction: the need for co-operation between lower-secondary schools ('Hauptschulen') and the schools to which their young people will go afterwards. Visits to the schools; talks by experts; discussions.

2. "Psycho-social" stage; aimed at developing personal and social skills, and the attitudes needed for client-centred counselling. Role-games, simulations and exercises; some development psychology.

3. The legal dimension; the value of different certificates, and the conditions of entry to different types of vocational course. Case-study approach.

4. School and industry. Opportunity to find out about firms, services, training centres, etc. relevant for low-achieving pupils, and the handicapped.

5. Other guidance services. Data on the educational guidance service, social services, etc.

See also Innovations 6; Guidance, training and co-ordination.

Much of the knowledge, skills and attitudes teachers need for their new guidance responsibilities cannot be taught/acquired through lectures and seminars, nor even work-groups or other less conventional methods of staff development. Teachers actually need "practical" experience themselves of the world of industry, and local/regional

services and institutions. A number of projects have built in such practical sequences in their programmes. Two examples are illustrated in the boxes below, one from Greece and the other from the Netherlands.

Field experience for guidance teachers — Box 10

"Fifth-month training" is an approach, used in Greece, to putting specialist guidance teachers from secondary schools in touch with industry and the community in their region. It forms the last part of a national 5-month training course provided for 450 selected guidance teachers in all areas of the country since 1983. The course was developed as part of a pilot project (GR 13) in the Transition Programme.

The 5-month courses are a key part of the government's plan to improve guidance provision in lower and upper secondary schools. The general aim of the course is to prepare the teachers for careers education and its implementation in the school. While the first four months are devoted to theoretical and practical training in a central institution in Athens, the fifth month is spent in the teacher's local area to make him/her acquainted with the employment, economic and cultural resources and needs of the region and to build up useful contacts with resources-persons , firms, etc. likely to be useful for careers education in the schools.

See also Innovations 7: Field experience for guidance teachers, Greece.

Work experience for teachers — Box 11

To improve guidance and the use of work experience in schools, the Dutch Zeeland pilot project (NL 24) organised three-day work exploration periods in industry for teachers from vocational schools.

Similar schemes are to be found in other Member States: in the United Kingdom, for instance, several work experience schemes exist, lasting from a few days up to several weeks. In Baden-Württemberg, a country-wide work experience scheme for 'Hauptschule' teachers has been launched. The scheme lasts two weeks and consists of actual work experience at one or more work-places and short information seminars with employers' representatives, trade unionists, etc.

See also Innovations 22: Work experience for teachers - Zeeland.

III. Relating guidance to the curriculum

1. From information and counselling to careers education

As we turn from these preparatory steps to the actual process of developing and offering guidance in the school, it is helpful to keep in mind the following model of development stages, which has been worked out from a study of a number of English schools.*

Box 12

STAGE	SUB-STAGE	ACTIVITIES
Information	Cardboard box	Unsystematic compilation/distribution of material provided by firms, manpower services etc.
	Library	More systematic library-type approach
Counselling	Advice	Relating personal information to opportunity information, still very much directed by the counsellor.
	Counselling	Non-directive, client-centred approach. Help the student to make own decisions in relation to his/her own needs.
Curriculum	Occupational Education	Part of the curriculum but still very much knowledge-centred.
	Careers Education	Part of the curriculum trying to cover all 4 objectives of guidance.
Integration	School guidance	Engage the support of all subject teachers for cross-curricular integration of guidance.
	Community "	Involve external guidance sources.

* see A.G. Watts, Towards an integrated approach, in Bulletin of the European Centre for the development of Vocational Training, No.6, September 1981.

The schools, in the many pilot projects concerned with improving guidance practices, were at all points along this continuum. But it stood out clearly that there is an important qualitative shift between the stage of mere information and advisory discussions with pupils, and the "curricular" stage. At that point, guidance can no longer be a peripheral activity.

At the beginning of this "curricular" stage, schools often remain wedded to their familiar function of providing information. They offer something that might be called "occupational education", but it is still characterised by formal lectures by teachers and external experts, and fails to provide pupils with the opportunity to test their own abilities for themselves and thereby get to know themselves better.

"Careers education", using work experience and other forms of active learning provides much better opportunities to attain all the objectives or target dimensions as defined at the beginning of this report. Many Transition pilot projects provided excellent examples. The illustrations below begin with a German example, with support from outside the school system built in, at different levels, and used all over the country, with a majority of pupils.

Since the 1960s 'Arbeitslehre' (Introduction to the world of work) has been a compulsory subject in 'Hauptschulen' (lower-secondary schools) and is increasingly used in other types of schools also. In some 'Länder', it is treated as a separate subject, under varying titles, (e.g. Work-Economy-Technology in Baden-Württemberg), and in others a cross-curriculum or multi-subject approach is used. There are however some common general aims, i.e. 'Arbeitslehre' should contribute to:

- careers orientation ('Berufsorientierung'), i.e. help the student make his/her vocational choice;

- giving the student some basic insights into the main aspects of working life especially the relationship between technical, economic and socio-political decisions;

- giving the student basic knowledge, insights and skills in the area of technology, the economy and the social services.

Careers education in the narrower sense is therefore only one element of 'Arbeitslehre'. In most 'Länder' it is combined with Economics, General Technology and Handicrafts/Domestic Sciences. 'Arbeitslehre' is still mainly a subject thought suitable for the less-able pupils to be found in 'Hauptschule'. But there is pressure to include it also in the curricula of 'Realschule' and 'Gymnasium'.

'Arbeitslehre' is usually taught from the seventh year (age 13) to the ninth/tenth year (15/16).

Despite differences between 'Länder', the careers education part of it usually starts with a broad introduction to the different trades and occupations, then examines narrower vocational fields, and, in its final phase, gives the student an opportunity to explore trades or occupations which are of specific interest for him/her.

The more general "introduction to the working and adult world" aspect starts from the immediate experience of the student (in the home, and as a consumer) and goes on to an introduction to more complex structures (organisation of mass production, business administration etc.).

'Arbeitslehre' uses a variety of educational methods, besides traditional classroom teaching: short work explorations, longer work experience schemes, case studies, role-plays, simulations etc.

See also Innovations 38: 'Arbeitslehre'.

A number of Transition pilot projects have pioneered the development of materials and practices necessary to implement sound careers education.

Flexible guidance units/modules — Box 14

With the help of a group of guidance centres, a series of intensive guidance units was developed by the '58 CIOs' pilot project in France (F 11).

The units can be used in different ways by schools or other institutions. They are also designed to help teachers cope with young people's educational, social and vocational problems and can be used jointly by guidance counsellors and teachers. There are four parts: an introductory unit and three further modules covering self-awareness, knowledge of the world of work and the development of a personal profile.

See also Innovations 9; Group-work guidance material, France.

A separate guidance course — Box 15

Careers education in the Netherlands is not offered as a separate subject in secondary education (which is, broadly, arranged in four "streams" starting at age 12 and finishing at 16, 17 or 18). However, in almost all schools one or more teachers, usually of social studies, are appointed as part-time guidance counsellors. Given the number of students they are responsible for, and the limited time available, they have to restrict themselves to whole-class discussion, rather than individual counselling or group-work.

The guidance course developed by the Rijndelta pilot project (NL 25) aimed to help subject-teachers by providing a course which was aimed to:

- give students a better understanding of the different types of "work" (employment/self-employment; large/small firms; etc.); the work environment, working conditions, working relations, etc.; and
- develop their self-confidence, learning skills, ability to work together.

The course has three phases:

- a preparatory phase, (requiring 3 hours each week for about 8 weeks);
- one week of work experience, full-time; and
- a follow-up phase, usually 2-3 consecutive days; sometimes 3 hours a week over 3 weeks.

See also Innovations 26: Guidance course, Netherlands.

2. The guidance function of "Education for enterprise" and "Social and life skills courses"

Several pilot projects also contributed to the development of "Education for Enterprise" and similar courses some entitled "Social and Life Skills", which included a guidance function.

"Education for enterprise" aims at the development of skills such as initiative and creativity and sometimes also specific skills to enable young people to set up their own business. The most prominent method used in this context are business projects like the "mini-companies" to be found in Ireland and the U.K. Education for enterprise has introduced a quite new dimension of guidance because of its concern with the general attitudes of young people towards business and because it opens up the question of careers education aimed at self-employment. A number of Transition projects have developed interesting Education for enterprise schemes, e.g. Shannon (IRL 18), Galway (IRL 17), Powys (UK 29), Avellino (I 21b).*

"Social and life skills" courses have a broad range of objectives, as their name implies. Among them is that of providing young people with the skills needed to find a job, or even to cope with unemployment. Their introduction is important in the context of careers education because they recognise that, in a time of persistent unemployment, young people should be prepared not only for employment but also phases of unemployment. Such courses have been developed in a number of pilot projects, some specifically aimed at low-attainers or socially disadvantaged youngsters. Examples may be found in the projects in Glasgow (UK 28), Northamptonshire (UK 30), and Manchester (UK 27).

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* See also "Education for Enterprise; an interim report": IFAPLAN, Brussels, January 1986.

3. Work experience in support of guidance

The purpose of practical work experience is to supplement careers education, by offering pupils a chance to form their own impressions of the work-place and to test their abilities there. During the last few years, work experience schemes have become almost universal in parts in Europe. Unfortunately, their main aim - the preparation of vocational choice or a general introduction to the working world - is often poorly achieved because:

- placements are not adequately prepared and followed-up;
- the placements are not really suitable for these purposes;
- in many cases, work experience is not systematically enough related to the rest of the school's curriculum.

The systematic integration of work experience into the school curriculum was a strong feature of several pilot projects, i.e. integrating, in a pedagogically meaningful way, such elements as traditional instruction, projects, role-playing and other school-based activities together with a phased programme of experience in work-places. The following example from a pilot project (DK 3) in Denmark, where guidance has been a compulsory part of the curriculum since 1975, demonstrates how one such scheme operated. (See also Innovations 5: Work experience and guidance, Denmark).

Phased work experience as part of a guidance course — Box 15

8th year (age 14)	"Local work experience"
Placements:	found near the school and allotted by it.
Duration:	3 days, plus discussion before and after.
Objective:	The pupil should: - experience a place of work; - take part in individual, simple tasks; - learn and obey simple work rules; - see a local place of work; - prepare him/herself for a later period of work experience.
9th year (age 15)	"Limited choice work experience"
Placements:	allocated through collaboration between pupils, class-teachers and guidance counsellors.
Administration:	by the school and the Employment Service
Duration:	2 weeks
Objective:	The pupil should: - acquire experience of conditions at a place of work; - be placed in a generally available occupation (not occupations requiring long, theoretical training); - accumulate and disseminate information to his/her class about the actual conditions at a place of work; - understand the training and employment possibilities of an occupation; - create as wide a basis of experience as possible jointly with his/her classmates.
10th year (age 16)	"Work experience of one's own choice"
Placements:	chosen by students
Duration:	2 weeks
Objective.	The pupil should: - try out a desired occupation; - amass information about a desired occupation; - reach a decision about a desired occupation.

The thinking behind a sequential or phased approach is shown in the diagram (Figure 1) describing a scheme developed by a project in Ludwigshafen,* to meet the needs of lower-attaining pupils. It is of particular interest because of its combination of work experience in industry and in vocational-school training-workshops.

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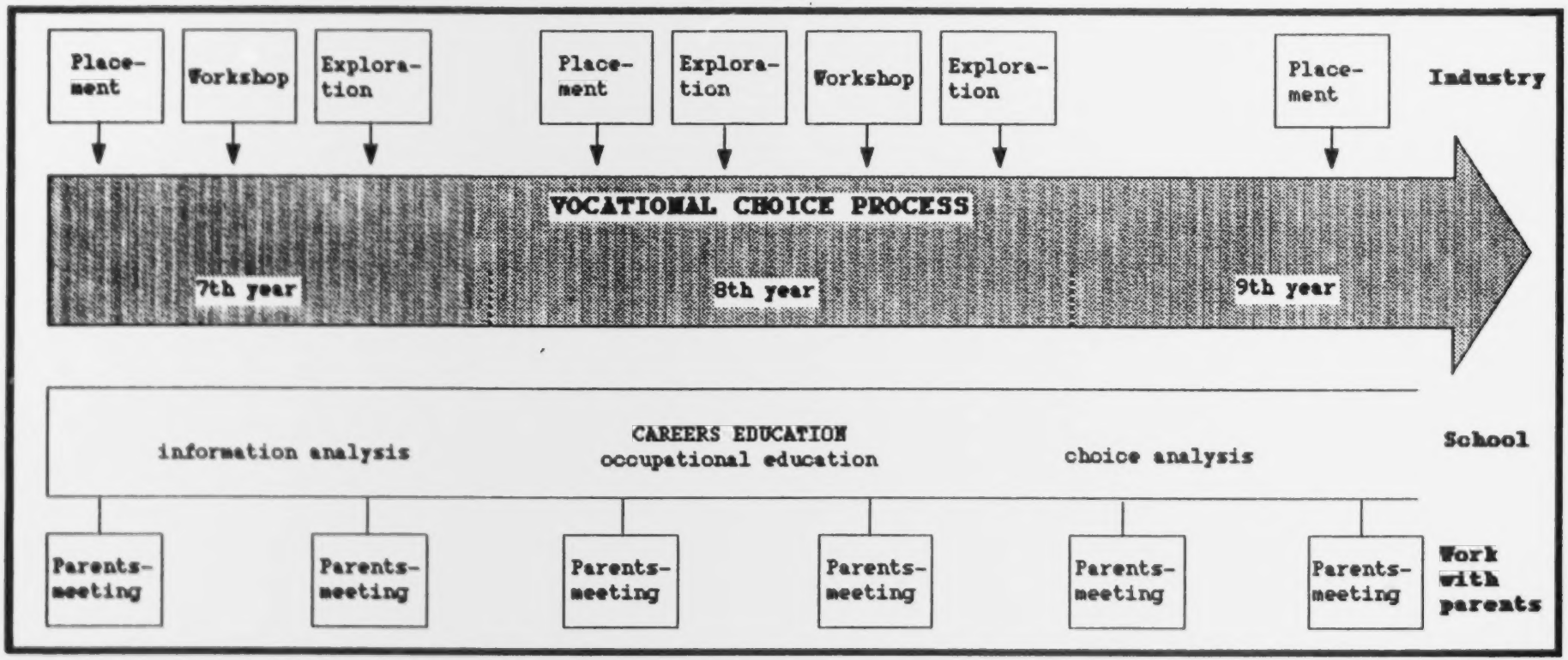
* a pilot project in the first Transition Programme (1976-82).

Figure 1



The Ludwigshafen phased approach to integrating work experience into guidance.

Combining various out-of-school learning situations

A further reason why traditional work experience placements often do not prove very effective for guidance purposes is because one placement gives a student a chance to see only a very limited aspect of a vocational field, and that often chosen by a rough and ready allocation process. This is why some systems prefer to work with forms of "controlled" work experience, or better still, a combination of both real-life and controlled work experiences.

- Schools in Denmark often use a phased approach combining school-based activities; more-controlled work experience in a so-called work-shop school or the use of a vocational school's training work-shop; and real work experience in firms. A similar procedure was used in the Ludwigshafen project. Controlled work experience was also a feature of the Work Exploration Centre set up in the Dublin pilot project (IRL 16), deliberately designed to meet this difficulty by offering work simulations, along with opportunities for vocational preparation, personal and social development, and community service projects. The Centre was mainly used by schools as a support for "alternative" courses, but was also available to community-based, non-school, groups. (See Innovations 36: The work exploration centre, Dublin).

- Business projects such as "mini-companies" and enterprise simulations were a feature of many United Kingdom, Irish and Italian pilot projects. These constitute a most valuable guidance resource. Their major advantage is that they are flexible and can be designed to respond to specific guidance needs as they arise. (See Innovations 1: Enterprise development, Galway. And 10: Enterprise education in a special school, Northern Ireland).

Work experience as part of guidance in vocational schools

In vocational schools, by contrast with general education, work experience has a narrower function, related to the specific trade in which the young person is being trained, e.g. to give a young person the possibility to try out various work environments and his/her capabilities and interests in various areas.

In education systems where the vocational options after compulsory school are regarded as "dead end" choices which do not provide good opportunities on the labour market, work experience may also be used as a means of motivating young people to stay until the end of the course. A French pilot project was particularly concerned with this aspect.

Motivating vocational students through work experience — Box 16

In recent years there has been a high drop-out rate among students preparing their CAP (qualified workers certificate) at the French 'Lycée professionnel'. The main aim of the F 9 project was to develop and to test the socio-psychological effects of work experience.

The project stimulated schools to develop work experience programmes and then carried out a survey among teachers, industrial tutors and students, of the effects. On the whole, work experience was shown to have a positive, motivating effect on students.

IV. The co-operative dimension

The experience from the pilot projects shows how much guidance, depends on good co-operation, or links, between schools and institutions outside the education system. There are three reasons for this need:

- The school is not the only provider of guidance. Often more important are parents, who are the most powerful informal guidance source. Other specialised guidance agencies are important too. Any attempt to make school-based guidance effective depends upon collaboration between all three of them.

- Effective guidance depends on learning situations in which the students can test their own abilities and experiment for themselves. This calls for sympathetic help from "opportunity-providers".

- The effectiveness of a guidance scheme depends on the active participation of the young person, since his/her ability to make sound decisions is the ultimate aim.

1. Co-operation with parents

Aware of the important role that parents play as primary informal guidance source, some pilot projects explicitly included measures to promote co-operation with parents in their guidance programmes. The approaches used included:

- development of new kinds of parents' evenings, such as bringing in the vocational guidance counsellors to discuss guidance questions, e.g. Galway (IRL 17); and Ludwigshafen, in the first Transition Programme;

- the involvement of parents in the classroom, e.g. as outside experts contributing on specific occupational fields or on working life in general, e.g. Manchester (UK 27);

- the creation of parent-teacher working parties on particular problems faced by young people in transition in the area, e.g. Saint Ghislain, Belgium (B 1);

- the involvement of parents in the implementation of projects, mini-enterprises and similar measures to promote guidance for youngsters, e.g. Powys (UK 29);

- more general strategies to gain parents' participation in school life, e.g. Northamptonshire (UK 30). The Northampton project is a good example of a strategy oriented towards gaining the interest and support of the parents of disadvantaged children, with whom it is often difficult to establish any contact at all. (See also Innovations 17: Involving parents, United Kingdom).

Schools, parents and guidance Box 17

The Northamptonshire pilot project (UK 30) comprised a group of rural and urban comprehensive schools (11-18 year olds) and concentrated on developing alternative curricula suitable for students who were unlikely to achieve substantial success on existing courses and examinations.

In support of this curriculum objective - which contained substantial guidance elements - the project aimed to develop a partnership between home and school by:

- new ways to establish communication;
- various climate-forming activities;
- new-style parent evenings; and
- the involvement of parents in advisory groups.

These groups were useful for guidance-related discussions with parents. The guidance-linked activities, in which parents were invited to help, included:

- the supervision of community placements;
- observing a school's link with a local vocational school;
- a group of bank staff, industrialists, trade unionists, students and teachers, planning a business project run by the students themselves.

The work with parents developed in the Ludwigshafen pilot project put even more emphasis on involving them in the guidance work of the school. The project developed a very systematic concept of careers education, using different out-of-school learning situations and relating work with parents to each stage of it. No less than six parents evenings, about guidance, were included, over a child's last three years of compulsory schooling. Each had a specific function related to the school's guidance curriculum phases (see Figure 1).

The role of parents evenings in the guidance process * Box 18

The Ludwigshafen's three-year guidance scheme aimed at much closer co-operation wth parents, through a series of parents evenings:

- at the end of the sixth year (age 12); on the subject of 'Arbeitslehre' (Introduction to the world of work), which started in the seventh year, and in particular on the careers education part of it.

- in the seventh year; on the importance of parents' role in the vocational choice process, to stress the need for co-operation with the school in their children's process of vocational choice;

- in the eighth year; on informal guidance sources and specialised services and their role in the vocational choice process;

- later, in the same year; on the role of work experience;

- in the ninth year; on the various training programmes offered by vocational schools;

- also that year; on jobs and training places available in the region; and on how to apply for a job, preparation for an interview, etc.

2. Inter-agency co-operation

In most Member States, the increasingly important part played by schools in the guidance process has resulted in a need for clear co-ordination and co-operation arrangements with other specialist guidance bodies. A number of Transition pilot projects developed inter-institutional co-operation structures of various kinds and some involved the specialist agencies from the start in the development of their own, school-based, system.

* See also "Partnership - parents and secondary schools": IFAPLAN, Brussels, July, 1987

From the pilot projects, two main forms of inter-institutional co-operative arrangements may be identified:

- co-ordination or co-operation through some form of general mechanism or group;

- team-work or inter-institutional co-operation between two or more partners for specific tasks.

General mechanisms

A number of projects set up local liaison committees, for co-operative action of different kinds, and to support a pilot project's "partnership" approach to its activities. They brought together, in a more or less formal way, schools, guidance agencies, industry, parents and other relevant groups. These bodies were not established for a single specific purpose, and their aims tended to be rather broad and flexible, so as to meet local needs as they arose.

The city of Aalborg (Denmark) set up its "School Contact Committee for Educational and Vocational Guidance" a long time before the pilot project began. It proved a very useful sponsoring "umbrella" group, to support the pilot project's work in developing a new guidance course, which integrated successive periods of work experience, (see above, Box 15). The committee was particularly important for help in increasing the supply of work experience placements, and in commenting on educational and vocational guidance materials prepared in the schools. Furthermore, through information gained from the pilot project about gaps in local provision, it could launch new training/project programmes for young people in the area, as well as making proposals to the central government, the county authorities, and other municipalities.

The School Contact Committee, Aalborg — Box 19

The need for an effective school-working-life linking structure at the local level was met by the city of Aalborg (Denmark) in 1977 through the creation of a School Contact Committee for Educational and Vocational Guidance. It is an informal body, for co-operation and action on any aspect of school-trade/industry contact. It has no separate executive staff. It works through the existing agencies, especially the guidance counsellors.

The Committee meets once a year and in the 10 years of its existence, has concerned itself, among other things, with the following:

- the arrangements for schools' visits to firms in the city; the provision of the necessary placements, and the co-ordination of schools' use of them;
- commenting on educational and vocational guidance materials prepared for use in the school system;
- the provision of various forms of work experience;
- youth unemployment in the city;
- the use of the press and other media for encouraging contact between school and industry and commerce;
- possibilities for improving understanding between school and industry over young people's transition to continued education and employment.

See also Innovations 14: The School Contact Committee, Aalborg.

The Shannon pilot project (IRL 18) set up a system of local liaison groups with similar functions, but less specifically concerned with guidance. They brought together schools, parents, industry, job creation agencies, the municipality, youth officers, trade unions, guidance specialists and the students themselves. An important aspect of the Shannon innovation was its strong local character, at county level. A committee stimulated the formation of local groups, of which there are now five. Intended to help young people move from school into working life, particularly through the support of guidance-related schemes.

Another example of this kind of structure can be found in Italy in the School-Work Agency in Modena. (See Innovations 15).

Teams or task-groups

Other forms of co-operation are much more directly directed to specific guidance tasks or objectives, such as help for the disadvantaged or building a combined professional team.

An example from Kassel shows how schools and external guidance services can work together.

School - guidance agency co-operation Box 20

In Kassel, the pilot project (D 7) promoted co-operation and communication between teachers and employment officers in order to improve guidance.

- Representatives from the careers office (Manpower Services) and teachers met frequently in order to discuss their methods and approaches, and to plan and prepare a yearly programme of vocational guidance for final-year school pupils.
- Careers officers were allowed to give lessons on careers education in schools to the final-year pupils.
- A careers officer visited the school for a day, in most weeks, to interview pupils, and parents and teachers also, and to supply guidance information material.
- Teachers and careers officers worked together to produce careers guidance materials, videos, etc.
- Research is being carried out on how guidance information is used and by whom, and to evaluate its effectiveness.

The example from Denmark, (in Box 21), is of a local team approach, specially aimed at disadvantaged young people. It is very similar to the aims and approach of the French 'Missions locales' (Local task forces) though they are part of a nation-wide initiative, and receive some central government financial help. (See Innovations 13: The 'Missions locales'). The important characteristic, shared by the Youth Team in Hvidovre (and other towns in Denmark) and the 'Missions

locales' is their dual responsibility: to contact young people and provide them with guidance or help, on the one hand; and, on the other, to stimulate the relevant services to develop or improve their provision so as to fit the needs of such youngsters in their area.

The "Youth Team" Box 21

In 1983, as part of the Transition Programme pilot project (DK 4), the municipal council in Hvidovre, an inner-urban part of Copenhagen, decided to set up a Youth Team, to improve contact with, and provision for, the 25% of young people who, at the end of compulsory school at 16, do not continue in any education or vocational training, and are therefore at risk of either becoming unskilled workers, or being unemployed.

The Youth Team is an inter-service, and inter-institution, co-ordinating group.

It brings together four local services:

- Youth Guidance, i.e. counsellors who work part-time in the schools and part-time in the local community;
- Youth Employment, offering 6-9 month training places, in various public sector employment projects;
- Social Welfare, i.e. financial support, and social work which can also set up ad hoc local activities, in the form of short-term projects for individuals/groups;
- the State Employment Office, i.e. the employment agency for the unemployed, which also issues forecasts of the need for future manpower in the area.

See Innovations 8: The Youth Team.

Similar to this approach is the work of the Luxemburg pilot project. This project now covers five areas of Luxemburg and therefore can nearly be seen as a country-wide service.

Local "youth team" Box 22

The pilot project in Luxemburg (LUX 23) set up a series of local Youth Action Groups consisting of social workers or seconded teachers who have had special training. They work in close co-operation with the schools, especially those who take the weakest pupils, the training institutions, other social and manpower services, and parents. The aim is to help the vocational integration of young people who are likely to have problems in the transition stage.

The activity of the youth team is supported by Regional Advisory Committees in each of the five project areas, involving teachers, industrialists, trade unions, youth workers, cultural associations and parents.

See also Innovations 20: Outreach Youth Centres, Luxemburg.

The pilot projects show clearly that the success of these task-force approaches depends heavily on two things in particular:

- the personal relationships between the team members;
- a precise definition of the "task".

The commonest cause of difficulty was the lack of specificity of the project. A major pilot project in France, "58 CIOs" ('Centres d'Information et d'Orientation' - Information and guidance centres) illustrated this. Set up to improve team-work between different guidance agencies on the one hand, and between them and schools, on the other, its greatest successes occurred when the partners collaborated for specific purposes and activities, such as supporting work experience programmes, introducing young people to the world of industry and commerce, and following-up youngsters after leaving school.

3. Co-operation with "Opportunity-providers"

The second significant change in the guidance process at school level in the last few years, is the increasing use of learning resources and opportunities, which are, physically, outside the school and therefore,

to some degree, also outside the school's control. As a result, schools need to establish close links with the providers of such learning experiences, who may be:

- employers, or at least some part of the "economic world";

- vocational schools/colleges, or other bodies which can provide opportunities for work exploration in their training workshops; or

- people who can provide expertise to enrich classroom work, business projects, role-plays etc.

The value and importance of these "opportunity-providers" is well illustrated by the many pilot projects who set up links with one or more of these groups in their area. Nearly all the projects developed contacts with employers especially to facilitate provision of work experience placements. Many developed contacts with local vocational schools/colleges either to create "taster courses", where their students could try out a particular vocational field, or to improve their own knowlege about the choice of vocational courses available and to use this information in their school's guidance activities. Similarly, schools frequently brought in experts from outside, for many purposes including that of informing young people about their jobs or vocational fields.*

Tapping these different kinds of help, or resources, in the community led the pilot projects to set up local mechanisms, to relieve the schools of some of the administration; to put the supply of help on a more systematic, permanent, footing; and, more generally, to build bridges, of communication and mutual support, between school and "community". These linking mechanisms vary greatly in character, size and

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* See "The world of work as a learning resource", IFAPLAN, Brussels, December 1986.

function, according to circumstances, and are analysed at greater length in the separate report on "School-Industry Links".* Some are also described in Innovations:

- "COA: School-employment centres" (Nr. 23), with which the Dutch Rijndelta and Zeeland projects (NL 24 & 25) were connected - see Box 2";

- "The School-Work Agency, Modena, Italy" (Nr. 15);

- "The School Contact Committee, Aalborg, Denmark" (Nr. 14), see also Box 19 above.

Other examples can be seen in:

- the 'Verbundsystem' (Liaison system) set up by the Duisburg pilot project (D 8) - a system of co-operation between the careers teachers ('Beratungslehrer') in the 'Hauptschule' and teachers in vocational schools. This was devised to provide intensive guidance for the less-able school-leaver in his/her last year of compulsory schooling. The arrangements developed also involved several meetings during the year with, or for, parents; home-visits by the guidance teacher, if necessary, to contact parents; and visits for the pupils to see vocational schools. Throughout the year, close co-operation was maintained between class-teachers and the vocational counsellors from the Manpower Services. (See Innovations 6: Guidance-training and co-ordination).

- the Local Guidance Agencies ('Regionale Arbeitsstellen zur Forderung auslandischer Kinder und Jugendlicher' - or RAA) which have been in use in Northrhine-Westphalia since 1980. These agencies have been developing forms of community education, and inter-agency action, to

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* "School-Industry Links", IFAPLAN, Brussels, July 1987.

help meet the special guidance needs of young migrants. The Duisburg pilot project (D 8) has collaborated with them. (See Innovations 16: the 'RAA' - Germany).

- the liaison arrangements developed by the Mannheim pilot project (D 5), also designed to intensify support for young migrants likely otherwise to drop-out. Interventions were co-ordinated even with the primary school (to encourage their work in dealing with young migrants' linguistic and cultural handicaps), in teacher-training provision, and with the vocational guidance services.

- the "local liaison groups" set up by the Shannon pilot project in Ireland (IRL 18) - see Box 25 below on the "Talent Bank".

Some linking bodies are particularly designed to tap one of the resource sectors described above, though not exclusively so. Boxes 23, 24 and 25 illustrate bodies particularly aligned to make contact with employers (Box 23), vocational schools (Box 24), and parents and other resource persons in the local area (Box 25).

COA : School-employment centres — Box 23

One of the major tasks of the Dutch "COA" ('Contactcentrum Onderwijs Arbeid', or School-employment Centre) is to co-ordinate and to facilitate the provision of work experience places.

In the Dutch pilot projects (NL 24 & 25), the schools and the COA agreed that the schools would inform the COA about their existing arrangements with firms, and also indicate to the COA the number of places they needed. The COA then tried to find more places to meet the needs of all the schools. This procedure worked well. Some firms preferred to liaise with schools through the COA.

Linking lower-secondary schools and vocational schools — Box 24

In the Vénissieux pilot project (F 10), in a disadvantaged housing estate on the outskirts of Lyon, links were developed between three lower-secondary schools ('collèges') and nine (14/16-18) vocational schools ('Lycées professionnels') in order to help students choose a vocational field, and also to encourage them to continue with vocational training after the end of their compulsory schooling. The linking also aimed at improving the knowledge of the 'collège' teachers about vocational training.

The linking was arranged as follows:

- October 1986. Teachers from both types of schools met to develop a combined programme of guidance activities and to agree which vocational schools should take part in the linking, to reflect as broad a range of vocational fields as possible.

- November 1986. Discussion between the teachers from the participating schools about teaching materials and the teaching/learning methods used in their schools.

- January 1987. Exhibition and discussion in each of the three 'collèges' organised by the nine vocational schools. Meetings between vocational teachers, parents and 'collège' students about the opportunities available in the vocational schools. Registration of some 'collège' students for a taster course in a vocational school.

- February - March 1987. Visits by 'collège' students and teachers to the vocational schools, to extend the "taster" process.

A "talent bank" — Box 25

In the Shannon pilot project in Ireland (IRL 18) school-community links and resources are organised in the form of a "talent bank". Local people (i.e. mainly parents to begin with) are asked by schools whether and how they can contribute to the preparation of young people for the adult and working world. This information, together with such information as to the dates/times when they are normally available, are stored in the "talent bank", held on card index, or computer store, in the schools, and shared between them. Topics which such "resource persons" may contribute on include "An explanation of dangers at work and ways of protecting workers", "The role of new technology in industry", "The job of a managing director", etc.

4. Young people themselves as partners in the guidance process

The shift of guidance away from more traditional forms of information-providing and counselling towards teaching skills and attitudes which young people need to engage actively in their own process of educational and careers choice, means a change in the role of young people from that of passive client into that of active partner. The perception of young people as partners has been reinforced by two other elements:

- work experience and experiential learning play an increasing part in guidance schemes; their value is insignificant if youngsters are not given the opportunity to formulate and express their ideas, based on their experience, and to discuss them with teachers and/or counsellors;

- in many areas the labour market is such that finding a job depends to some degree on self-initiative on the part of youngsters themselves, which can be helped by a guidance process which encourages and supports self-initiative.

A number of distinct developments in this direction could be seen in pilot projects:

- In the French "58 CIOs" project, in particular, materials were developed to support self-guidance. Such materials were aimed to help structure young people's reflection about their vocational choice and to prepare them for discussion with guidance staff, in individual or group meetings. The material also helped young people collect and record relevant information and experience in their work experience placements (see Innovations 9: Group-work guidance materials - France).

- Students in some British projects were encouraged to become more actively involved in self-assessment using profiles and records of

achievement, to record and assess work of a practical, or "entrepreneurial" character, as well as academic achievement.* Structuring the assessment process in this way helped both students and teachers develop a clearer picture of the aims of the learning process, and their immediate targets in a course. Often the specific learning targets in each phase were negotiated with the students themselves. Such forms of assessment gave the students a better chance to steer their own learning process, to contribute to their own record of their achievement, and to identify gaps or needs which they wished to follow up in the following stage.

The same approach, that young people can often be helped (or help themselves) more effectively when they are engaged in some active learning/doing, is reflected in the Youth Initiatives Projects Programme which has been supported by the Commission of the European Community since 1986. Based on experiments in Scotland (the Young Scot, started in 1981), Denmark (Ung ABZ, started in 1982), and Italy (Viaggio, in Rome, in 1982), the programme was launched after a European-level conference, linked to some of the Transition pilot projects' work, held in Luxemburg in November 1985.** The programme supports local projects which are managed and controlled by young people and provide them with opportunities:

- to create employment;
- to devise training programmes;
- to develop their own information (and guidance) materials;
- to initiate social/cultural activities for the benefit of their community.

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* See "Assessment & Certification; issues arising in the pilot projects": IFAPLAN, Brussels, July 1986.

** See "Youth Information 1985": IFAPLAN, Brussels, January 1985; and "Info Action '85; youth initiatives in the European Community": IFAPLAN, Brussels, February 1986.

In 1986, 74 such projects were supported with finance. An illustration of a project directly concerned with guidance, is in Box 26; and of self-help projects in Boxes 27 and 28.

Youth information project — Box 26

The 'Servicio d'información alternativa' (S.I.P.A.J) is a youth information centre in Barcelona managed by young people themselves, to provide documentation and publications, and organise seminars and training courses. All the information is gathered and classified by young people. Seminars and courses are run in the areas and clubs frequented by young people.

The young people directly involved acquire useful skills, preparing written materials and organising public relations. Some act as peer counsellors and pass on their skills to others.

Self-help project — Box 27

The "Facts & food" project was set up by a group of young people in Edenmore (near Dublin), Ireland who took part in a training course organised by AnCO, the Irish industrial training authority, aimed to equip young people with the knowledge, skills and confidence to develop some type of new service for the community. The young people subsequently opened up a centre, called "Facts and Food", which offers information for young people, a "talent bank" and a coffee-deck (bar). The focus is on identifying/creating part-time or full-time employment opportunities for young people.

"Selbsthilfe Berufswahl" — Box 28

"Selbsthilfe Berufswahl" is the name of a type of German self-help initiative by young upper secondary students, and in one case, 'Hauptschule' (lower-secondary school) students.

Such initiatives, to be found in a number of schools especially in Southern Germany, permit young people to come together to discuss job-hunting and other career problems with each other; and organise visits to firms and lectures by former students from their schools, etc. Students who have found a job tend to stop working in these groups. Nevertheless, the approach can contribute to the development of guidance programmes.

In other countries similar initiatives exist, e.g. under the name of "job clubs". They tend to be more involved with the problems of young unemployed.

V. Guidance post-school

Recognition of the need to offer support in the years after a young person has left school, and the recent expansion of the schools' part in the guidance process, have led some Member States to consider providing follow-up guidance systematically to all school-leavers. Denmark has introduced such a system, using the 'Folkeskole' (compulsory school) as the base. Young people up to the age of 19 may continue to obtain post-school follow-up guidance from their last "Folkeskole" class-teacher. Those, on the other hand, who in the meantime have begun a course at a vocational school, can receive guidance there. This system thus encompasses all young people, wherever they are, from the age of 13 or 14 through to the age of 19.

The Danish follow-up guidance system is also responsible for ensuring that post-school guidance provision is co-ordinated, and, in particular:

- identifies potential problem-groups;

- adapts guidance activities to the needs/resources of the local labour market; and

- co-ordinates the various services' responses to these needs.

In this Danish system, follow-up guidance work and activities are mainly carried out by teachers. Other Member States have located these activities in external agencies, but a school-based approach may have a number of advantages, above all for disadvantaged young people who often after having left school, avoid contact with official bodies whether from distrust, lack of information or inertia.

Post-school follow-up — Box 29

In the pilot project in Hvidovre, Copenhagen (DK 4) the Youth Team (see Box 21) brought together four organisations:

- the Youth Guidance Service
- the Youth Employment Service
- the Social Welfare Office
- the State Employment Office.

The Youth Guidance Service is chiefly concerned with follow-up guidance. They have complete data about all young people in the community, since all young people moving into a municipality are required to register within six weeks of arrival. The Service can provide a 13-week "guidance course" (exploration of possible careers) for those who need it.

Through the Youth Team, follow-up guidance activities are linked and co-ordinated with the other specialist services (employment, training, social security, housing etc.).

In other countries, pilot projects developed different forms of follow-up services or activities, mainly designed to establish or re-establish contact with young drop-outs, or young people in various sorts of difficulty. These approaches also tend to be neighbourhood or area-based, and "out-reach" in character. But they did not involve such a systematic or comprehensive approach as the Danish example.

Centre for school-leavers — Box 30

The Kassel pilot project (D 7) set up a centre for school-leavers located in a renovated flat where youngsters could discuss their problems with teachers and social workers. In an informal, practical way, the staff members tried to sort out young people's social, educational and vocational problems and suggest solutions.

The "Learning place", Vénissieux — Box 31

In the Vénissieux pilot project (F 10) - see also Box 24 - an informal after-school neighbourhood centre was set up as a way of reinforcing students' learning in school. The centre was frequented by both pupils who were still in school and those who had left. Teachers and parents came in their free time to help students with their homework, and give guidance and personal help.

See Innovations 11.

The Outreach Centre, Dublin Box 32

The Dublin pilot project (IRL 16), in a disadvantaged area in the centre of Dublin, set up a centre for school-leavers in rooms which were available in a primary school. Young people were offered guidance, some basic vocational training and personal advice. The centre was furnished in an informal way. Young people could also have some meals there.

The centre was organised on a drop-in basis, i.e. young people came when they needed some support. Courses and support schemes were organised in accordance with individual needs.

See Innovations 19.

VI. Conclusions

A considerable number of general and specific conclusions can be drawn from this analysis of the activities of the Transition pilot projects in the field of guidance at school-level. Two important general conclusions should be noted, at the outset.

First, schools have now started to play a more important part in educational and vocational guidance. Their new role is in line with the perception by educators and guidance staff of the proper organisation and character of guidance, namely that:

- guidance should begin early in an individual's life, at least at the moment where the first educational choices have to be made;

- it should be provided continuously over the entire period leading up to vocational choice and the transition from school to working life;

- its aim should be not only the provision of information but also help for young people to learn how to use that information in their choices; to find out and test their own skills; and so to develop a general, long-term, view about their future adult and working life.

Experience shows that school is the best place to learn and practise the necessary knowledge, skills and attitudes required. Where external agencies continue to work in schools, their role is now increasingly becoming that of partner or consultant to the guidance activities of the school itself.

Secondly, schools cannot accomplish these new responsibilities alone. They depend upon strong links with other partners, such as:

- informal and formal guidance sources, i.e. parents, who are the most influential informal guidance source; and the specialised guidance agencies, who are often the best organised and equipped.

- "opportunity-providers" in the local community who can provide access to out-of-school learning opportunities, which are indispensable for giving young people the chance to test their abilities in a realistic situation; and

- with the local community, in order to find out about, and respond to, local vocational and employment needs and possibilities.

Other, more specific, recommendations can be drawn from the aspects of development work discussed.

Guidance at the school level (Part II)

1. To help guidance become a well-integrated part of the school curriculum, a number of preparatory steps are necessary, to create the right climate among the staff and external partners concerned. Teachers, parents, and the local community, especially employers, should be involved at this preparatory stage, to help the development of the links which will be required. Good co-ordination and co-operation with external guidance agencies is of particular importance.

2. As part of the preparation, schools need to start adapting their curricula and methods to accommodate and support the guidance function. This may also imply reviewing existing assessment procedures. They may well need outside help on both. Curricular changes may call for more student-centred teaching/learning strategies, the use of forms of active learning, and forms of cross-curricular teaching. New forms and systems of assessment may be needed, such as profiles and records of achievement.

3. Teachers must be helped to take on guidance tasks through initial and in-service training. Besides courses in specific skills such as group-discussion and knowledge about the vocational training system, guidance work makes it very desirable for teachers to have the opportunity for some work experience in the world of industry, including extending their knowledge of local employment prospects and problems.

The purpose of guidance, and relating it to the curriculum (Part III)

4. The traditional relationship between a generally passive client and an active counsellor should be replaced by more balanced roles in which the client herself/himself is encouraged to take the initiative. Guidance of this kind not only helps young people become more autonomous in looking for employment but also generally makes them more capable in coping with problems in the working and adult world. Especially in areas of high youth unemployment, guidance should not limit itself to directing young persons to occupations in which there may not be effective job opportunities, but rather should aim at a broader, more long-term, strategy of preparing them for the realities of the labour market.

5. Whether or not guidance is offered as a form of "occupational education", or in the more developed form of "careers education", there is a strong need to go beyond the methods of traditional classroom teaching. Simulations, role-plays, outside lecturers, business projects and work experience in firms should play an important part. All these methods have to be used in an educational meaningful way, starting with broad information and orientation, and gradually moving towards identifying and meeting individual needs.

6. The experience of the pilot projects has shown clearly the advantages of strategies which assign guidance a clear, identifiable place in the curriculum, whether it becomes a separate subject or is implemented in a cross-curricular way. This does not, of course, mean that guidance has to be seen as of overriding importance, but rather that it should be fully reflected in each subject area, and that the school's statement of its aims should clearly indicate what methods the school is using, including how it meets the needs of pupils likely to have special difficulties.

7. Work experience placements should be well co-ordinated with the overall guidance process. A conventional placement in a firm may well be insufficient. Experience shows the benefit of combining various

types of work experience, e.g. the use of work exploration, placement in training workshops and work exploration centres, as well as forms of more controlled work experience or simulation, e.g. in business projects, and enterprise education.

The co-operative dimension (Part IV)

8. Successful guidance depends very much on links with various external partners. Schools must concert their guidance activities with the guidance agencies, with opportunity-providers and with other schools, especially the vocational ones. Parents should be seen not as a group to be brought in line with the school's guidance concept, but as persons in need of information and help in their role, as well as providers of resources of knowledge and experience needed by the school.

9. Formal or informal co-operative mechanisms are likely to be needed to develop and maintain good co-operative action. A wide range of experience is available for study, to decide the most suitable form. Their value is of special help in providing the extra guidance needed by weaker pupils and those with cultural or linguistic handicaps.

10. Experience from the pilot projects shows that co-operation is particularly effective where there is a concrete common aim or task, and where personal relationships between the partners are strong.

11. Guidance will be almost totally ineffective without the active involvement of the young people themselves. As well as being treated as an active partner in the process, they should be given opportunities to find out for themselves and to learn by direct experience. Self-help initiatives should be supported.

Post-school guidance (Part V)

12. Post-school guidance arrangements are important, above all, for providing help for early school-leavers. They should also identify potential problem-groups; adapt guidance activities to the needs of the local labour market; and serve as a co-ordination mechanism between services for special schemes.

13. The pilot projects showed the importance of collaboration between lower secondary schools and vocational schools for a continuity in the guidance process; of an inter-agency approach, in order to refer the young person to the most competent guidance body; and finally of an outreach approach combining guidance and pastoral care with basic vocational training and other elements to re-integrate young unemployed into training or education.

Finally ...

14. As was said in the introduction, this report is addressed to all who are, or should be, concerned with the guidance process for young people in their transition years. Many of its suggestions cannot be carried out by schools and teachers on their own, or by guidance agencies alone. Local authorities, and even national authorities, have important roles, to enable and stimulate local co-operative action to begin. The results of this European Community-wide Action Programme are, therefore, addressed to this wide audience, as well as to the "opportunity providers', parents and others who can together form the partnerships needed to make guidance successful.

ANNEX

Additional material on guidance and careers education provision in Member States.

Belgium

Guidance in Belgium is mainly provided by an external agency (the 'Centres Psycho-Médico-Sociaux' or CPMS) financed by the national Ministries of Education. Because of the qualifications of their staff, the centres have a tendency towards psychological testing. They cater for all children and young people between the age of 3 and 20.

Since the reform of secondary education, teachers are supposed to provide help to their students to choose appropriate educational courses or options. Guidance in the sense of observation and discussion with colleagues should therefore be part of the normal tasks of teachers. Four or five times during the school year the "class council" ('conseil de classe'), comprising all the teachers of a class, sometimes together with the CPMS counsellors, meet to discuss each pupil's situation and future.

Important guidance functions are carried out by the Belgian employment authorities (ONEM - French-speaking; RVA - Dutch-speaking). Of particularly interest are the Observation Centres which give young people a chance to try out their skills over several weeks in specially-designed workshops.

Denmark

In Denmark the class-teacher, who frequently follows a class of pupils during the whole period of their time in their 'Folkeskole' (compulsory school, age 6-16) is seen as the backbone of the guidance system. He/she is supported:

- at school level, by teacher-counsellors
- at county/municipal level, by the school-advisers.

Careers education in Denmark is organised neither as a separate subject nor is it cross-curricular in the normal sense. It is offered either in the so-called "free discussion periods", or in social studies, or in the context of other subjects such as Danish. In addition individual guidance and counselling of pupils is obligatory.

These arrangements give an important role to the class-teacher. He/she:

- organises visits to firms, etc. in the local community;

- organises work experience programmes. (Insurance statistics show that about 120,000 pupils each year take part in these 14-day programmes);

- invites guest-speakers into the class-room;

- gives an introduction to the various aspects of vocational and adult life.

The teacher-counsellors, who are normally teachers with a reduction in their teaching-time, have the following tasks:

- they develop and support links between school and municipality;

- they provide teachers with the necessary teaching material;

- they maintain contact with other counsellors (in other services);

- they support teachers' work on vocational preparation.

School-advisers have the following tasks:

- the co-ordination of guidance activities at the local/regional level;

- the organisation of meetings and seminars with teacher-counsellors in order to discuss common problems, and especially their further training and the provision of teaching/learning materials.

The task of the Youth Guidance Service is to follow-up the transition of youngsters from school to further education/training or work.

A most important Danish innovation is the principle of a two-year follow-up of a young person until the age of 19.

Specific tasks of this new system are among others:

- the identification of possible risk-groups;

- the co-ordination of guidance with the local opportunity structure;

- co-ordination (housing, social security, health, etc.) with the other services available to help young people.

This system covers all young people, wherever they are, from the age of 13/14 up to the age of 19.

Federal Republic of Germany

Vocational guidance and counselling in Germany is mainly provided by the careers advisers of the employment agencies. In recent years, however, there have been major efforts to increase co-operation between these services and schools; careers advisers come to the schools, give information lessons, provide group counselling etc. Another major innovation is the establishment of a country-wide system of audio-visual occupational information centres, to be used by students individually or by a whole class.

Careers education now includes work experience for almost all 'Hauptschule' (lower-secondary school) pupils, and is being increasingly introduced into the programme for the more-academically oriented pupils in the 'Realschule' and 'Gymnasium'. Careers education, in the form of 'Arbeitslehre', is either a separate subject or included in several subjects as a cross-curricular element.

Teachers are prepared for their guidance role by initial and further training. New teacher roles in guidance have emerged in the last few years; 'contact teachers' (to develop contact between 'Hauptschule' and vocational schools) and 'Beratungslehrer' (careers teachers) with pastoral and guidance tasks for pupils who have special problems. There are also a number of special guidance agencies, and specially-trained teachers, for migrant children.

Close links between school and industry at national, regional and local levels, have been used to support the development of careers education, especially the provision of staff development opportunities.

France

Careers education in France is not a school responsibility. Guidance work as carried out by school-teachers is restricted to educational guidance, and that in the sense of making recommendations about the choice of school at the end of lower-secondary education, i.e. whether the pupil should stay in general (i.e. academic) education or proceed into vocational education. These guidance tasks are fulfilled by the 'conseil de classe' (class council) which consists, by law, of the teachers of a class, parents' representatives, students' delegates, the school administration, and careers counsellors.

Outside the school, there are the 'Centres d'Information et d'Orientation' (CIO) - Information and Guidance Centres - under the auspices of the Ministry of Education, and the careers guidance service of the National Agency for Employment (ANPE). The CIOs are concerned mainly

with educational choice and general counselling about a young person's vocational future. ANPE is more concerned with aiding clients find a job.

Alongside these two structures a new system has been established during the eighties: the 'Permanences d'accueil d'information et d'orientation' (PAIO) - contact and guidance offices - and the 'Missions locales' (local task forces). The PAIOs are intended to provide guidance for the 16-18 age-group. The 'Missions locales' are aimed at the needs of young people between the age of 16 and 25. The two types of organisation have partly-overlapping but also distinct roles. While the PAIO cater for the general public, 'Missions locales' concentrate more on young people with special problems ('jeunes en difficulté') and help their vocational and social integration. Furthermore, besides their counselling function, the 'Missions locales' are there to develop and secure the provision of new forms of training and other services according to the needs of their clients.

As part of the second European Transition programme there have been some major efforts to improve guidance in France. A nation-wide pilot project involving the CIOs has tried to improve the efficiency of their work through the use of new methods, the stimulation of work experience and more inter-institutional co-operation (above all with the PAIO). It has also tried out follow-up work for school-leavers.

It should also be observed that guidance work in the vocational schools has benefited very much from the large-scale establishment of school links with industry (e.g. twinning schemes).

Greece

Since 1982, a major programme has been under way in Greece to develop the provision of careers education in lower-secondary schools ('Gymnasia') and upper-secondary schools (age 16-18; 'Lykeia'). Careers education is seen in the form of information lessons followed by group

discussion in the class-room; contacts with representatives from the working world; and visits to industry and to educational/training institutions.

To introduce school-level careers education, the government has organised a series of training courses for selected teachers from all parts of the country and has sponsored teachers to participate in post-diploma courses at foreign universitites. The teacher training programme formed a pilot project in the Transition Programme and consisted of five-month courses on the theory and practice of careers education, including one month spent in the teacher's own region, to develop knowledge of, and contacts in, the area. This reflects, inter alia, the government's concern to try to stop young people from leaving the countryside for the cities, and to interest them in the resources and potential development of their own area.

Vocational guidance in a more narrow sense is also provided by the employment authorities (OAED).

Ireland

In 1971 central government, through the Department of Education, made provision for vocational guidance in all second-level schools. Schools over 250 pupils could employ a guidance counsellor, for whom initial training was offered by the University College in Dublin. In addition the Department set up a psychological service. By 1972, 24% of Irish post-primary schools employed a guidance counsellor. But following public expenditure cuts, by the government in 1983, the number of counsellors has decreased.

Many Irish secondary schools however have implemented careers education, often comprising work experience and elements of education for enterprise.

Italy

In Italy, the "scuola media" (lower-secondary school, for pupils aged 11-14) is thought of fundamentally as a guidance instrument. Its entire curriculum is to be seen as a way to help young people make an appropriate choice of education to follow. At the end of the course, teachers express their opinion about which type of education or training will be best for the individual.

The curriculum does not provide concrete guidance on how to deal with guidance needs or problems, such as giving practical information about possible educational choices; what is available in education/training locally; changes in employment patterns in the area, job prospects, entry qualifications, etc. No specific place, or teacher, is assigned for this, with, perhaps, the exception of the technology teacher, who can only cover part of the field.

A great deal, therefore, depends on the teachers' own efforts and imagination and on the initiative of local education authorities. Some, in fact, have issued very specific guidance for careers education in the school of their area, e.g. the Provveditorato in Padova.

Italian employment offices deal mainly with the needs of job-seekers.

Luxemburg

In schools, vocational guidance is part of secondary technical education (age 12-15), and the vocational curriculum in other schools ('classes complémentaires'). Guidance elements have been introduced as part of a subject entitled "Introduction to working life". Class-room teaching is used as well as visits to industry and work experience placements.

There are also external guidance services:

- the Educational Guidance and Social Services Department and the Psychological and Educational Guidance Services run by the Ministry of Education and Youth, concerned mainly with pupils with psychological and learning difficulties;

- the vocational guidance service of the Manpower Services, mainly concerned with vocational guidance and placement of young people.

In recent years there has been a trend among secondary and secondary technical schools to organise information sessions for their older pupils. The purpose of these sessions, sometimes organised by the educational guidance services, is to help future school-leavers (aged 18-19) think about their occupation and training choice. External experts are sometimes invited to these sessions to introduce vocational fields.

As part of special training courses for the young unemployed, new forms of guidance have also been introduced: young people can test their abilities in a workshop situation, and have opportunities for work experience; and forms of self-guidance have been developed. Guidance in this is not only seen as help towards vocational, but also social, integration.

The Netherlands

Vocational and educational guidance is not part of the secondary education curriculum. However, in almost all schools, one or more teachers are appointed as part-time guidance counsellors ('dekanen').

In principle, guidance should be part of every subject.

Schools/'dekanen' are supported in a number of ways:

- all schools have received a book on "How to integrate guidance";

- schools can lease a computer programme "Choice" from the National Foundation for Curriculum Development (S.L.O).

The most important sources of help are external, private and public, guidance agencies (the School- en Beroepskeuzebegeleidings Bureaux - SBKs). Until 1986, SBKs were directly subsidised by the State but will now only receive money where they have signed a contract with a school.

The new relationship implies that:

- schools may take more trouble about providing careers guidance to their students, if it costs them money;

- the State hopes that the effectiveness of the SBKs will increase; in a few years time, they will be paid only for the contracts they have signed;

- competition between SBKs is to be encouraged, although it is also government policy to favour partnership and co-operation between them;

- schools will be able to set-up their own, school-specific, guidance programmes.

United Kingdom

The main guidance service for young people in Britain is the Careers Service run by the local education authorities (LEAs) on behalf of the Department of Employment. The Employment and Training Act 1973 placed a duty on all LEAs to provide a vocational guidance service for all people attending educational institutions below university level. In Northern Ireland, an all-age Careers Service is offered by the Department of Manpower Services.

Within the school and further education systems, careers education is regarded as of considerable importance, even though it has no statutory backing. In schools, it is roughly provided by careers teachers, as part of their general teaching responsibilities. Although some of these have had a training in careers education and guidance lasting up to a year, the great majority have not had much preparation for it. In Scotland there is a more structured system of graded posts in schools for guidance.

In recent years the careers education dimension of secondary school curricula in the UK has been strengthened by the introduction of experimental pre-vocational courses; the Technical and Vocational Education Initiative (for 14-18 year-olds), sponsored by the Manpower Services Commission, and a somewhat similar one-year course for 17 year-olds, the CPVE system (Certificate of Pre-Vocational Education). Both include careers education and forms of work experience, and a general introduction to training in certain vocational fields. Whereas TVEI caters for the full range of abilities, CPVE is designed for young people with modest achievement.

The development of guidance and careers education in the UK has indirectly been very much assisted by the growth of links between schools and industry.

List of contacts for Transition pilot projects referred to in the text

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DK 4 P. Lindholm, Skole- og Fritidsforvaltningen, Hvidovrevej 59a,
DK - 2650 Hvidovre. Tel° 45-1-78 12 11 Ext. 1207 and 1208

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D 7 V. Hopf, Regionales Verbundsystem Kassel, Hauffstrasse 5,
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UK 28 Ms E. Lennie, Glenwood Secondary School, 147 Castlemilk Drive, GB - Glasgow G45 9UG, Scotland. Tel° 44-41-634 9367

UK 29 A. Bell, PREP, Radnor College of Further Education, Llandrindod Wells, GB - Powys LD1 5ES. Tel° 44-597-4407

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"Innovations"

"Innovations", a series of four-page profiles of new developments on curriculum, guidance, aspects of co-operation, provision for the disadvantaged, teacher training, and the improvement of opportunities for girls. Each profile summarises a significant development, innovation or project relevant to the needs of young people in their transition years (ages 14-18) and is available in all the nine official languages of the European Community.

The series is continuing. The list here shows the titles to be available at the end of 1987.

Innovations are included in this paper, for their suitability as illustrations of new developments in education for young people in secondary education, in European Community countries; and because they may provide useful starting points for discussion for meetings of parents and parents' associations, with schools, and teachers.

Nr. 1/1987 "ENTERPRISE DEVELOPMENT"
A one-year course in 4 sections designed for 15-18 year olds in secondary school to develop creativity, resourcefulness, and entrepreneurial skills. Prepared in Galway, Ireland, by PIPE - the Pilot Project for the Integrated Provision of Education, in 1986.

Nr. 2/1987 SCHOOL-COMMUNITY LINKING - GREECE
As part of the development of the "Integrated Lykeio" (unified upper-secondary school, for pupils aged 16-18) a variety of extra-curricular school-community linking activities have been developed in several schools in Greece, since 1985. The activities build on the resources of the school and social and economic needs/opportunities in the local community, and contribute to the curriculum, guidance and community education.

Nr. 3/1987 WORK EXPERIENCE INTEGRATED INTO THE CURRICULUM - IRELAND
Schools in a Transition Programme pilot project in Shannon, Ireland, have developed a group of alternative 16-18 programmes to lead to new upper-secondary Senior National Certificates. Work experience of various kinds is an integral part of them. Assignments, work-books, and visit-sheets are used to link various kinds of experience of work to the subjects which the students are studying.

Nr. 4/1987 SCHOOL COOPERATIVES - ITALY
Cooperatives set up in schools by young people are being increasingly used in Italian 'Scuola media' (middle schools, i. e. pupils aged 11-14). They are seen as a contribution to vocational guidance (especially in non-industrialised areas) by strengthening the schools' links with the local community; to developing students' ability to work in groups; and as a form of practical "education for enterprise".

Nr. 5/1987 WORK EXPERIENCE AND GUIDANCE - DENMARK
The Aalborg (Denmark) City Education Authorities adopted, in 1985, a phased scheme for the use of work experience placements, for all pupils in the 8th, 9th and 10th years of Folkeskole (ages 14-16). The scheme is seen as an important part of the guidance function of the schools, and supporting a gradual transition from school into further training, education or work.

Nr. 6/1987 GUIDANCE TRAINING AND COORDINATION
In order to meet better the special needs of young people arising from youth unemployment and the consequent diversification of training schemes, guidance is now being offered in several 'Länder' (States), not only in the traditional way by vocational counsellors from the Manpower Services, but also by cooperation between them and school-teachers. The training provided for them, and the process of cooperation between the two services, are described here.

Nr. 7/1987 FIELD EXPERIENCE FOR GUIDANCE TEACHERS - GREECE
"Fifth-month training" is an approach, used in Greece, to putting specialist guidance teachers from secondary schools in touch with industry and the community in their region. It forms the last part of a national 5-month training course provided for 450 selected guidance teachers in all areas of the country since 1983. It was developed as a Pilot Project in the European Transition Action Programme.

Nr. 8/1987 THE "YOUTH TEAM"
The Youth Team in Hvidovre (Copenhagen, Denmark) is a way of coordinating and developing services and education/training provision for young people aged 16+ in an inner suburb of the city. The Youth Team is drawn from the various services whose job it is to help young people. It is strongly client-centred, and enables young people to access the whole range of product services designed for them, through contact with a single person.

Nr. 9/1987 GROUP-WORK GUIDANCE MATERIALS - FRANCE
These materials are for guidance work in groups. They are designed to help teachers cope with young people's educational, social and vocational problems. They can be used flexibly, to meet needs as they arise, and they are for use jointly by guidance counsellors and teachers. There are four parts; an introductory unit and 3 covering self-awareness, knowledge of the world of work, and planning one's future.

Nr. 10/1987 ENTERPRISE EDUCATION IN A SPECIAL SCHOOL
A Northern Ireland secondary school for pupils with learning difficulties introduced an "enterprise education" project, to promote initiative, independence and self-confidence in the girls in its final year, aged 15-16. The project was part of an 8-point curriculum development plan, adopted and implemented by the school, with limited outside support, in 1984/5.

Nr. 11/1987 THE "LEARNING PLACE" - VENISSIEUX, FRANCE
The 'Lieu a(p)prendre' ("Learning-place", "Place for you to take over") is an informal, after-school, neighbourhood centre set up in 1984 in a disadvantaged area in Vénissieux, a post-war suburb of Lyon. The centre's original aim was to reinforce students' learning in school. Its informal character has enabled it to develop in many other ways as a meeting-place between the school and the local community.

Nr. 12/1987 YOUTH AND CULTURE CENTRE - BERLIN
The 'Jugend- und Kulturzentrum' (Youth and Culture Centre) enables whole classes from schools in the inner-city Kreuzberg neighbourhood of Berlin to spend a week on various kinds of art activities. Similar in some ways to "residential experience" (but not residential) the Centre uses painting, music, theatre, etc. to stimulate young people's self-confidence, to give them a taste of success and to cope better with some of the socio-economic disadvantage from which they suffer.

Nr. 13/1987 THE "MISSIONS LOCALES": LOCAL TASK FORCES
The 'Missions locales' (Local Task-Forces) are a network of local bodies set up all over France since 1982 to co-ordinate, stimulate and develop education, training and other provision for young people, especially those 'en difficulté' between the age of 16 and 25.

Nr. 14/1987 THE SCHOOL CONTACT COMMITTEE - AALBORG, DENMARK
The need for an effective linking structure between school and the world of work was met by the city of Aalborg (Denmark) in 1977 by the creation of a "School Contact Committee for Educational and Vocational Guidance". It is an informal body, for co-operation and action on any aspect of school-trade/industry contact, working through the existing agencies, especially guidance counsellors.

Nr. 15/1987 SCHOOL-WORK AGENCY - MODENA, ITALY
The Modena "Agenzia Scuola-Mondo del Lavoro" (School-World of Work Agency) is one of several school-industry linking agencies set up in pilot projects in the second European Transition action Programme. The Agenzia offers services and help to teachers in lower-secondary and upper-secondary schools, especially technical/commercial ones. It has created a youth co-operative as part of its support for entrepreneurial education.

Nr. 16/1987 "RAA" - GERMANY
Identifying and providing for the special guidance needs of young immigrants, has been the main function of the local Guidance Agencies for Migrants (Regionale Arbeitsstellen zur Förderung ausländischer Kinder und Jugendlicher (RAA)) which have been working in cities in Northrhine-Westphalia (Germany) since 1980. The agencies have also developed forms of community education for the same objective.

Nr. 17/1987 INVOLVING PARENTS - UNITED KINGDOM
One of the aims of the Transition Programme pilot project secondary schools in Northamptonshire (UK) was to associate parents more actively in the education of their children, especially the parents of lower-achieving pupils. The schools developed ways to create a new climate; to provide new kinds of parent evenings; to bring parents into advisory groups; and to involve them actively in curriculum activities.

Nr. 18/1987 CLASS-ROOMS FOR ACTIVE LEARNING - MANCHESTER
In Manchester, the Transition Programme pilot project, on developing alternative curricula and active learning methods, also developed a model of the physical organization of the class-room which would be suited to the changed type of pupil activity and the change in the role of the teachers and pupil-teacher relationships. Such rooms were called "multi-skills bases" and are described here.

Nr. 19/1987 THE OUTREACH CENTRE - DUBLIN, IRELAND
In the Outreach Centre, run by the Dublin Inner City Project, a new approach has been developed to meet the needs of disadvantaged young people. Community-based, second-chance programmes, are provided with social and vocational preparation, to help them acquire independence and motivation.

Nr. 20/1987 OUTREACH YOUTH CENTRES - LUXEMBURG
Those in charge of training programmes for drop-outs from secondary school face the task of finding and contacting their clients, and developing their confidence and motivation sufficiently to want to take part in training. The approach adopted in the Luxemburg Transition Programme pilot project was to establish neighbourhood based outreach centres, staffed by specially-trained young social workers, acting on behalf of, and with the support of, the training, guidance, etc. services.

Nr. 21/1987 SOCIAL & VOCATIONAL SKILLS COURSE - STRATHCLYDE
A two-year course has been developed in comprehensive schools in Scotland as part of a Transition curriculum for students age 14-16, to develop their social and vocational skills. The course is cross-curricular, based on three themes (home, community and work) and uses experience-based learning. Intended learning outcomes are defined, and assessed as part of the new Scottish Standard Grade Examination at age 16.

Nr. 22/1987 WORK EXPERIENCE FOR TEACHERS - ZEELAND
The Zeeland Work Experience for Teachers Scheme provides short work experience opportunities for teachers from vocational schools (pupils aged 12-19) and guidance teachers in general education schools. The scheme is now being spread to all parts of the Netherlands.

Nr. 23/1987 "COA" : SCHOOL-EMPLOYMENT CENTRES
A 'Contactcentrum Onderwijs Arbeid' (COA) or School-Employment Liaison Centre, has been set up since 1982 in each of the 12 Dutch provinces. They are an important part of the government's efforts to bridge the gap between school and the world of work. Their main fields of activity are : information; the coordination of guidance; and the improvement of work experience schemes.

Nr. 24/1987 SCHOOL, COMMUNITY & ENVIRONMENT - UNITED KINGDOM
Secondary schools serving scattered village communities are a major potential resource for them. The Northamptonshire pilot project developed ways to enable students to learn by working in the community alongside adults, and at the same time strenthen the schools' contribution to their local communities and their environment.

Nr. 25/1987 SCHOOL AND 'TERRITORIO' - REGGIO CALABRIA
The development of schools' links with their 'territorio' (local area) has been the main strategy used in the European Community's Transition Programme pilot project in the south Italian province of Reggio Calabria. 'Territorio' studies contribute to many subjects, as well as enriching personal and social education and guidance; stimulating enterprise education; and emphasising the role of the schools in their local community.

Nr. 26/1987 GUIDANCE COURSE - THE NETHERLANDS
The Transition Programme pilot project in Rotterdam (Netherlands) developed a 12-week "Introduction to the world of work" course to give students in secondary education (between the ages 14 & 18) a broad understanding of the world of work and help them make career choices. The course includes a one-week work experience placement and calls for the pupils' subject teachers to contribute to its preparation and follow-up stages.

Nr. 27/1987 CURRICULUM COORDINATORS - MANCHESTER, UNITED KINGDOM
Between 1983 and 1987, the Manchester Education Authority (United Kingdom), as part of a pilot project in the second European Transition Programme, provided an additional member of staff in seven secondary schools to coordinate curriculum development and other in-school activities for new approaches to teaching and learning for pupils between the ages of 14 and 16. The coordinators' role was a key factor in the success of the project.

Nr. 28/1987 "WRITING TEAMS" - MANCHESTER
The Alternative Curriculum Strategies (ACS) Transition Programme pilot project in Manchester used "writing team" weekends as a device to crystallise the experience of their project schools on selected themes. The meetings produced teaching materials for use in staff development activities. The procedure solved a problem felt by many projects, namely how to identify the key factors for success in an innovation, and express and record them in a form in which they can be transmitted to a wider audience.

Nr. 29/1987 TRAINING FOR LOCAL NEEDS - BELGIUM
Established to develop new sandwich-type courses for low-qualified young unemployed school-leavers, a pilot project in the 2 Provinces of Limburg and West Flanders has pioneered new methods of course-marketing and cooperation between vocational training and firms ; and trained/re-trained nearly 600 students in four years, on tailor-made courses.

Nr. 30/1987 SCHOOL-LINKING - BADEN-WÜRTTEMBERG
Since 1982, all Baden-Württemberg 'Hauptschulen' (secondary schools providing the shortest type of lower-secondary education, for 10-15 year olds) have been linked with their local post-15 vocational schools, through a system of Contact Teachers working together in Contact Groups ('Kontaktkreise'). The system, has also led to greater curriculum continuity, and cooperation in guidance, between the two types of schools, and been of help for curriculum development and teacher training.

Nr. 31/1987 THE "WHY NOT ...?" COURSE - IRELAND
"Why not broaden your horizons?" - a teacher's resource pack has been developed in a European Community Transition Programme pilot project in Shannon, Ireland, to introduce girls in secondary schools (aged 11 to 16) to a wider range of occupations and to encourage them to look beyond familiar stereotypes, in choosing education, training and careers.

Nr. 32/1987 TURKISH GIRLS CENTRE - BERLIN

(in preparation)

Nr. 33/1987 WIDENING GIRLS' OCCUPATIONAL CHOICE - FRANCE

(in preparation)

Nr. 34/1987 EQUAL OPPORTUNITIES PROGRAMME - MANCHESTER
In 1980, Manchester began to set up a city-wide network and programme to promote and support gender equality activities in schools, colleges and the city's education administration. The aim is to increase and maintain commitment at all levels. Schools in the European Transition Programme pilot project in Manchester have played an active part in it.

Nr. 35/1987 THE "GIRLS' PROGRAMME" - CASTLEMILK, GLASGOW
The "Girls Programme" developed in the Castlemilk (Glasgow, United Kingdom) European Transition Programme pilot project is a 4 x 1-hour course designed to raise the awareness of 14/15 year-old girls to sex-stereotyping and its effects on women's choice of jobs and training.

Nr. 36/1987 WORK EXPLORATION CENTRE - DUBLIN
The Dublin Work Exploration Centre was developed to support curriculum initiatives in a group of inner-city schools aimed at developing young people's social and vocational skills, through practical learning. The Centre also reached young people in youth clubs, community groups and out-of-school education programmes. Various facilities and organized programmes are available, by day and in the evening.

Nr. 37/1987 SCHOOLS, FIRMS & TRADE UNIONS
Schools are increasingly urged to develop links with business/industry. Such collaboration needs to be two-way. Examples are given of how trade unions and firms can develop programmes of activities to bridge the gap with the school system from their side.

Nr. 38/1987 'ARBEITSLEHRE' - GERMANY
Started in the 1960s, 'Arbeitslehre' (Teaching about the world of work) is now included in the curriculum of the majority of pupils in Germany and usually includes some form of work experience. There is pressure to make it obligatory for all. A network of local school-industry groups help teachers provide it.

Nr. 39/1987 SCHOOLS, INDUSTRY & CURRICULUM
For many schools closing the gap between school and the world of work means giving an industrial dimension to the curriculum. Various methods of doing this can be seen. The cross-curriculum approach, in which teachers in several subjects collaborate for this purpose, is described here.

This paper is one in a series which is being produced on behalf of the Commission of the European Community on issues related to the Transition of Young People from Education to Working and Adult Life. It was prepared for the Commission by a team employed by IFAPLAN, an applied social research institute, based in Cologne.

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